

National Congress Bulletin

November 1941 Published by The National Congress of Parents and Teachers, Chicago, Ill. Vol. 9, No. 3

Dear Local President:

THE totalitarian threat to democracy has produced a moral as well as a military crisis. Democracy must be weakened before it can collapse; weakness results from indifference and complacency. Democracy dies only through lack of discipline, failure to cooperate, and unwillingness to shoulder responsibility.

Living, dynamic democracy draws its life blood from every citizen. The obligation of home and school in a democracy, therefore, is to keep alive the spirit — to develop positive ideals.

Defense is by no means a matter of military preparedness alone. Internal weaknesses constitute a threat as serious



MRS. CHARLES D. CENTER
Secretary

its obligation.

Democracy is never a gift. As Daniel Webster has said, "God grants liberty only to those who love it and are always ready to guard or defend it."

Mayola S. Center

Secretary
National Congress of Parents and Teachers



NATIONAL ART WEEK, NOVEMBER 17-23

PRESIDENT Roosevelt, speaking at the dedication of the National Art Gallery in Washington early in the year, said: "There was a time when the people of this country would not have thought that the inheritance of art belonged to them or that they had responsibilities to guard it." Happily that time is past. Mrs. Gertrude E. Flyte, national chairman, has repeatedly said that the importance of art, which is great at any time, is immeasurably greater at a time like the present, when all cultural phases of life are threatened by the destructive tension due to war.

Mrs. Flyte now calls the attention of all Congress chairmen of Art to the annual observance of National Art Week. The theme this year is "American Art in American Homes." Art chairmen

everywhere can cooperate in many ways. Particular emphasis might be placed on native art and on securing donated works of art for military cantonments, recreation centers and hospitals. Life in the armed services is apt to be barren of such elements unless we provide them.

RADIO BROADCASTS, 1942

This year's radio series will begin in January and will deal with problems of family living that arise out of the emergency conditions incidental to national defense. Questions involving various aspects of nutrition, of consumer education, of training for intelligent citizenship, and of cooperative community endeavor for every member of the family are decidedly important to all parent-teacher members. If this program is to render the fullest service to the total membership, it is none too soon to arrange for listening groups.

A WORKING MEMBERSHIP

THERE has never been a time in the history of the National Congress of Parents and Teachers when this organization did not constantly set forth and consistently follow the principle that the purpose of membership in any organized service group is *work*—work integrated and made effective by careful thought, by thorough preparation, and by cooperative action. If this has always been one of our cardinal principles, what shall we say of its importance today, when liberty, justice, individual integrity, and ultimately life itself are dependent upon its steadfast fulfillment?

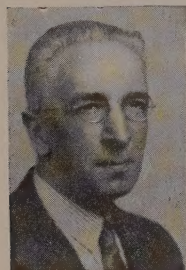
THE Congress is, and is everywhere known to be, a friendly organization, one that believes in friendship, in recreation, and in social enjoyment. But first and foremost the Congress believes in consecrated endeavor toward the high goals set up by its Founders and staunchly maintained by their devoted successors. We are and must be vitally interested in expanding our membership, in adding new individual forces to those already striving to build a more perfect world for our children to live in. Every new member finds a hearty welcome, new and stimulating contacts, new and congenial friends; but, what is more important still, our new members are not only welcome but necessary. There is a place and a task for everyone. The challenge of service to America's childhood and youth is one that can hardly fail to awaken in any thoughtful adult a sincere desire to do his part in improving the environment in which these oncoming citizens of the Republic must live and learn.

THE Congress exists to serve youth, and through youth the nation and the world. New members who share this purpose and this desire will find their expectations more than fulfilled; they will find themselves living richer and more effective lives as they work together to preserve in our children and young people the qualities that will insure democracy in America for all time to come.

National Committees at Work

Recreation

WHETHER in the midst of peace and plenty or surrounded by the sorrows and strains of a warring world, we



pay a heavy penalty if we live almost tensely, sparing neither energy nor time for activities that refresh the jaded body and relax the taut nerves. In lowered physical tone; in heightened susceptibility to disease; in slackened

interest in life; in lowering of the threshold of courage to meet life's problems; and sometimes, tragically, in complete breakdown, we pay the price of our neglect of ourselves. If this is true even in normal times, how much more is it true in times like the present! The Committee on Recreation of the National Congress, under the leadership of J. W. Faust, chairman, is sparing no effort to establish recreational opportunities wherever they are lacking, not only for the young men in the armed forces of defense but for all Americans everywhere. Little will be gained by implanting in youth the principles of the American way of life if we neglect the very wellspring of the new world's vigor, a healthy mind in a healthy body. Howard Braucher, in a recent editorial in the *National Parent-Teacher*, concluded an eloquent appeal for greater recreational facilities with these words: "When victory comes, and a hundred million men the world over come back from war . . . then will come the testing time. Recreation must play a large part in keeping us all strong to endure, so that when that time comes we shall make real the American dream."

High School Service

THE question "Do adolescents need parents?" may be answered in more than one way, but if we reverse it and inquire, "Do parents need adolescents?" there is, surely, only one possible response. Parents are badly in need of adolescent boys and girls, now and always. It is a fascinating age in spite of its difficulties, perhaps even because of



them. It has an infinite number of valuable lessons for both parents and teachers, and its point of view, if immature, is invariably fresh and stimulating.

High School Service provides the parent-teacher association with a most enviable opportunity to serve the nation in a permanently significant manner. Mrs. Grover Hartt, national chairman, has expressed the hope that more and more parents everywhere "will be awakened to a realization of the importance of keeping abreast with the needs of youth at this age level and of a sympathetic understanding of the problems of adolescence." There are good grounds for this hope, as the High School Service field in the parent-teacher association is widening rapidly. Teachers especially should interest themselves in this movement. They are in many ways in even closer touch with the teen age boy and girl than are the parents.

The need for efficient and conscientious work in this field is accentuated by the fact that the time is short; it will be only a few years before these youngsters must face the world as adults. We cannot do too much to enable them to face it worthily and well.

Education for Home and Family Life

THE report of the findings committee of the National Congress for 1941 states: "The home is the basic unit of value in our social structure." So familiar is the truth upon which this declaration is based that its full implications may not always be realized. Mrs. George E. Calvert, national chairman of Education for Home and Family Life, makes



the following pertinent comment: "Educators who seemingly become alarmed at the thought of children placed in nursery schools without the most highly trained directors have something in their favor, but surely there is as much — or more! — cause for alarm when one is brought face to face with the fact that the majority of our youth become homemakers, mothers and fathers, with absolutely no preparation for their task!"

Elsewhere Mrs. Calvert has recorded the observation of "a high note of interest" in education for family life at present. In the suspense and uncertainty engendered by the national emergency, nothing could be more natural than a renewed and greatly strengthened desire for serene home relationships and family solidarity. The time is ripe for action in this field. Measures must be taken to lead each member of the family into fulfillment of his highest potentialities; to provide family leisure-time activities that all the members of all ages may enjoy in common; and to inculcate family loyalty and helpfulness in the plastic mind of the child from his earliest days.

RED CROSS ROLL CALL • November 1941

THE twenty-fifth Annual Roll Call of the American Red Cross is at hand. This year, for the first time, the junior division of the Red Cross is taking part in the national enrollment campaign. The work of this great organization at all times commands the respect and deserves the support of all American citizens; and with the new emphasis on the junior division the interest of the National Congress in the forthcoming campaign is naturally heightened.

Mrs. William Kletzer, national president, says: "As parents and teachers we recognize the need, more important today than ever before, of providing our young people with opportunities for service that will develop their appreciation of the privileges and responsibilities of our democratic way of life. Individual privilege must be matched with a sense of social responsibility if we are to make our democracy strong enough to withstand

threatening forces both external and internal . . . Participation of the Junior Red Cross membership in the comprehensive defense service programs of the American Red Cross provides many opportunities for the development of that sense of social responsibility."

The theme of this year's Roll Call is "All Out for the Red Cross."

WHAT THE PARENT-TEACHER ASSOCIATION CAN DO IN *National Defense*

Adopted September 20, 1941, by the

BOARD OF MANAGERS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE strength of a nation is inherent in the spirit of its people. We, as citizens of a democratic nation and as members of a national organization dedicated to the service of children, recognize that we have a particular responsibility for insuring this strength and for making a valuable contribution in building a fearless, unselfish, and valiant spirit. This spirit is the essence of high morale.

Each of our local parent-teacher units desires to share in building a country whose citizens are capable of accepting the duties of citizenship and carrying them out in the avowed interests of the general welfare. Certain fundamental needs have been considered in order that such ends may be assured. They are these:

COOPERATION is the primary step in the attainment of national unity. It encompasses coordination of our activities with official and professional agencies working toward similar ends. Its products are unity and fellowship and the cherished skill of being able to work together harmoniously.

HEALTH is basic in all undertakings, and its importance to the individual and to the nation must not be underestimated. A modern health program should clearly include the promotion of a higher nutritional level, for health and nutrition go hand in hand. Because it has been demonstrated that an abundance of food does not guarantee a well-fed nation, every avenue should be explored for giving the people sound information about nutrition. Proper nutrition is one of the best means for insuring the physical and mental health of the nation.

A FAIR educational opportunity for every American child has long been considered a fundamental responsibility of our democracy. In these days of crisis and emergency it is all the more essential that education maintain the gains it has made and that it strive to meet its increasing responsibility for an enlightened adult citizenry and for the ultimate solution of the problems of American democracy.

RECREATION which pools the community resources and provides a place for every individual is a vital factor in preserving personal and national morale in the normal areas and in the areas affected by the national emergency. This emergency has also brought to the fore many problems of safety, and the reduction of all accidents and hazards to a minimum has become a recognized part of our national defense effort.

LIFE in the defense areas, whether industrial or military, has removed thousands of our young people from their normal environment. But it can never remove them too far away from our efforts for their well-being. The reason is simple: Our interest embraces youth wherever it may be—at home or in school or in the defense areas. The boys in the training camps are our sons, and we feel today an increased obligation to insure their happiness and welfare.

SERVICE which is characterized by a spirit of large-hearted humanity, which seeks constantly a wider sphere of usefulness, which desires to advance at every age—in a word, service which conforms to the democratic ideals—is the heart of the parent-teacher program. It is also the hope of continued civilization, civilization which will be quietly unselfish yet aggressively active in the interests of a common humanity. To give guidance to our membership now assuming an increasingly important role in the national defense, the following activities are suggested as possible services which local units may render.

I. MORALE

1. Inculcate appreciation of spiritual values in the life of American youth.
2. Create cheerful, wholesome surroundings in order that children may have the feeling of security and of "belonging." (*This obligation rests equally upon home, school, church, and community.*)
3. Emphasize, through programs and study classes, the necessity for unity and loyalty in the national emergency.
4. Make newcomers to the community active participants in P.T.A. activity.

5. Encourage character-building agencies for boys and girls.
6. Strengthen P.T.A. activities as a long-time service for national defense.

II. COOPERATIVE SERVICE

1. Continue cooperation with existing educational, health, welfare, and recreational agencies.
2. Cooperate with emergency programs and defense activities in any way that will not weaken or limit the basic program of parent-teacher service. (*The aluminum drive is an example.*)
3. Become familiar with the work of the Defense Council of the state and the community.
4. Accept such responsibilities and activities offered by the Defense Council as are *in harmony with parent-teacher objects and program of service* and, if possible, in line with the year's program. (*Service implies the ability to follow as well as to lead.*)

III. HEALTH

1. Know the health activities of established agencies in the community.
2. Cooperate in community health activities, with special attention to defense and public health programs.
3. Keep informed of any state or local plans for evacuation of children.
4. Develop continuity in the P.T.A. health program by means of
 - (a) Annual health examinations or careful examinations at certain levels (preschool, third grade, junior high, high school).
 - (b) Careful follow-up in the school and in the home of every child in need of medical or dental care.
 - (c) Careful and continuous records of all health examinations.
5. Study the environment of school children, including grounds, buildings, water supply, ventilation, lighting, and sanitation.
6. Promote lectures and study courses in child development for parents and teachers as a means of obtaining good mental health for children.
7. Safeguard children from fear due to overemphasis of war through conversation, radio, newspapers and other publications, or motion pictures.

IV. NUTRITION—GENERAL ASPECTS

1. Urge members to inform themselves on the nutritional needs of the family and how to satisfy these needs.
2. Intensify the study group program in the areas of
 - (a) Consumer buying.
 - (b) Selection of food.
 - (c) Planning, preparation, and serving of meals.
3. Give wide publicity (*by means of press, posters, exhibits, bulletin boards*) to the "yardstick," or pattern, accepted by the National Nutritional Conference.
4. Learn to plan and prepare food for large groups. (*In extreme emergencies and disasters such training would make the P.T.A. a valuable contributor to the general welfare. Cooperation with home economics departments of colleges, universities, and the state extension service is highly recommended.*)
5. Cooperate with the local nutrition council in an effort to raise the nutritional standards of the community.
6. Give greater emphasis to nutrition and allied subjects in all programs.
 - (a) Include the subject in regular meeting programs, either as the central theme or in combination with allied projects.
 - (b) Hold special nutrition institutes to reach persons who do not attend study classes or P.T.A. meetings.
7. Assemble definite help in the form of references, outlines, etc., and make these available to members.

V. NUTRITION THROUGH SCHOOL LUNCH

1. Make a survey of the community as to the need for a school lunch service.
2. Survey the present service for standards and extent to which community needs are met. (*Score cards will be made available for this survey.*)
3. Interpret the importance of the school lunch in the community nutritional program through nutrition education classes for mothers of children using the school lunch service.
4. Improve the standards for school lunch operations by
 - (a) Placing the choice of food in lunchrooms on a meal basis rather than on an individual dish basis.
 - (b) Having the lunchroom on a self-sustaining rather than a profit-making basis.
5. Train workers by use of available agencies, such as home economics teachers, home demonstration agents, and other nutrition specialists.
6. Use volunteer workers
 - (a) To produce and preserve food for the school lunch project.
 - (b) To prepare and serve lunches when necessary.
 - (c) To transport food from the central preparation unit to the school or other

place where the children's lunch is served.

- (d) To transport children to locations where lunches are to be served.
 - (e) To investigate the needs of children requiring a free lunch.
7. Create interest in providing foods for the school lunch
 - (a) Through the slogan "Two Rows in Your Garden for the School Lunch."
 - (b) Through community or school gardens wherever feasible.

VI. EDUCATION

1. Urge that an adequate school budget be maintained to prevent
 - (a) Lowering of professional standards.
 - (b) Overcrowding of classes.
 - (c) Curtailment of the curriculum.
2. Provide experiences for practice in democratic living in home and community as well as in school.
3. Study the needs of youth.
 - (a) Encourage, where necessary, adjustments of the curriculum to meet these needs.
 - (b) Encourage the use of community resources to meet these needs.
4. Develop leadership that will not only defend America in a crisis but will build the foundations of lasting world peace based upon democratic principles.
5. Assure the widest possible use of school facilities.
6. Cooperate with the school authorities for adequate adult education programs.
7. Offer supplementary volunteer service to the principal of the school to assist in maintaining established school services wherever there is reduced personnel:

(a) School library	(d) Excursions
(b) School clubs	(e) Playgrounds
(c) Social activities	(f) Clerical work

VII. SAFETY

1. Assume individual personal responsibility for the safety of self and associates.
2. Coordinate official and citizen effort in the community in support of a continuous program of public education and action.
3. Know and observe the basic rules of skillful driving. (*These appear on page 29 of "A Safety Manual for Parent-Teacher Associations."*)
4. Emphasize two additional rules for safe driving: 1. Start earlier. 2. Keep away from congested areas whenever possible.
5. Know and observe the basic rules for safe walking (*page 27 of "Safety Manual"*).
6. Give every beginning driver an opportunity to receive specific instruc-

tions on how to operate a motor vehicle safely.

- (a) Parents may teach, using the Safety Manual supplement, "Teaching Another How to Drive."
 - (b) School may offer instruction.
 - (c) Community may have driver training facilities.
7. Give every bicycle rider instruction in how to ride safely, including instruction in the selection of safe places in which to ride.
 8. Safeguard all children who are transported to school by bus.
 - (a) Keep the vehicle in good mechanical condition at all times. This is especially important when old vehicles are continued in service and when an effort is made to get maximum mileage out of tires.
 - (b) Select bus drivers carefully, and give new drivers specific training.
 - (c) Revise operating schedules and practices in the light of changing traffic conditions. (This is especially essential in communities which have "mush-roomed" around defense industries and military training camps.)
 9. Encourage courses for children and adults in home and farm accident prevention.
 10. Emphasize the value of self-inspection of homes and the use of home safety check lists on accident and fire hazards. (*A home safety check list appears on page 14 of "A Safety Manual for Parent-Teacher Associations."*)

VIII. RECREATION

1. Stress family play and simple pleasures in the home, such as reading and singing together.
2. Keep a lighted schoolhouse and public library; utilize public buildings for community recreation.
3. Redouble previous efforts for a recreation center and expand its program.
4. Provide outdoor play space.
5. Encourage backyard playgrounds (*work and planning shared by every member of the family and a place for recreation provided for every member*).
6. Provide opportunities for self-expression and fellowship:
 - (a) Community sings
 - (b) Amateur theatricals and pageants
 - (c) Hobby centers
 - (d) Amateur art and handcraft exhibits
 - (e) Parent-teacher choruses
 - (f) Parent-teacher orchestra
 - (g) Kitchen bands
 - (h) Community field days
7. Strive for trained supervision.
8. Encourage youth hostels and supervised excursions.

IX. AID TO THE BOYS IN TRAINING

1. Encourage personalized interest for boys through association with the family life of the community.
2. Extend home hospitality ("Add-a-Plate Clubs," etc.).

NATIONAL CONGRESS OF PARENTS AND TEACHERS

1941-1942 *Legislative Program*

3. Build community sentiment for maintenance of wholesome community standards.
4. Support community recreation program for the men in training.
5. Cooperate with organized recreational and social program of camps, supplying chaperones, etc.
6. Encourage letters to trainees from home town.
7. Supply home town paper for recreation center.

X. DEFENSE BONDS AND SAVINGS

1. Assume a fair share of making the nation strong enough to meet its responsibilities.
2. Encourage purchase of defense bonds as "insurance" or as a "cushion" for the family against a period of possible future unemployment.
3. Encourage purchase of defense bonds for savings for future education of children.
4. Encourage purchase of defense bonds and stamps to guard against inflation and subsequent depression.
5. Encourage thrift practices among children through purchase of defense savings stamps.
6. Discourage use of high-pressure devices with school children, such as 100 per cent lists, buttons, etc.
7. Consider defense bonds as an investment for parent-teacher savings, endowments, and other permanent funds.
8. Cooperate in community programs publicizing defense bonds and stamps through radio, press, assemblies, etc.
9. Stress the value of this type of savings in prevention of unrestrained spending and in relieving commodity shortage of essential materials.

XI. VOLUNTEER SERVICE

1. Make a survey of the membership and the potential membership to locate persons available for volunteer service, with a record of their particular training.
2. Locate among the members volunteers with professional training needed in maintaining essential services for children (*nurses; kindergarten teachers; recreationists; dietitians*).
3. Locate volunteers to meet neighborhood needs (adults to protect school crossing when police officer must be withdrawn; aids in day nurseries; cooks and assistants in school lunchroom).
4. In an emergency, make a card index or volunteer list available to the official agency responsible for meeting the emergency.

THE number of State Congresses which have approved each legislative subject is indicated by the numbers in parentheses following the subject.

Rules adopted by the NCPT Board of Managers regarding legislation require approval of each legislative subject by 30 state congresses before an active campaign for its enactment is begun.

1. ADEQUATE SUPPORT OF THE FOLLOWING FEDERAL OFFICES

- (a) U. S. Office of Education (including a division of Creative Arts and a Radio Division), Federal Security Agency. (43)

Collects, publishes, and distributes educational statistics and information—700,000 copies of such material distributed annually.

Makes surveys, conducts conferences, administers funds for vocational education, co-operates with War Department on educational program of CCC and with State Department to promote inter-American educational relations.

- (b) Bureau of Home Economics, U. S. Department of Agriculture. (41)

Conducts research activities in the fields of (1) Family Economics, (2) Foods and Nutrition, (3) Housing and Household Equipment, (4) Textiles and Clothing. Source of authoritative information for courses in home economics.

- (c) Children's Bureau, U. S. Department of Labor. (42)

Serves as a center of information about children and the best methods of family and community care of children. Conducts studies in these fields and distributes publications embodying results of studies—more than 2,000,000 distributed annually.

Administers provisions of Social Security Act dealing with maternity and child-welfare matters; also administers child labor provisions of Fair Labor Standards Act of 1938. More money is needed for each of these services. On request gives advisory service on care of children, including assistance in drafting legislation affecting children.

- (d) Cooperative Extension Home Demonstration, U. S. Department of Agriculture. (36)

Concerns itself with better living for rural people. This is an educational service based upon the principle of self-help, planned and carried out by rural people aided by the technical advice of trained specialists.

- (e) U. S. Public Health Service, Federal Security Agency. (38)

Added emphasis on health activities with reference to venereal disease control, tuberculosis, cooperation in the states with maternal and child health work, etc., demand increased appropriations.

- (f) Federal Food and Drug Administration, Federal Security Agency. (43)

Its purpose according to the 1938 law is "to prohibit the movement in interstate commerce of adulterated and misbranded foods, drugs, devices and cosmetics." It enforces, in addition to the Food, Drug and Cosmetic Act of 1938, the Import Milk Act, Filled Milk Act, Tea Act, and Caustic Poison Act. It is essentially a law enforcement agency; hence any crippling of its appropriations would lessen the protection of all consumers which these acts were designed to afford.

2. CHILD LABOR

- (a) Ratification by the states of the Child Labor Amendment. (36)

The decision by the Supreme Court of the United States that (1) a state may rescind former action against ratification and ratify, and (2) no time limit exists as to when states may ratify, leaves the question of ratification still open.

Twenty-eight states have already ratified the amendment. Ratification by eight additional states will furnish the thirty-six required to make the amendment a part of the Constitution of the United States.

- (b) Such Federal legislation as will give the necessary protection to child workers, with special emphasis on the establishment of (1) a basic minimum age of 16 for employment; (2) a higher minimum age for employment in hazardous occupations; and (3) a minimum wage provision for minors. (26)

These provisions are a part of the Fair Labor Standards Act (Wage and Hour Law) but are retained on the legislative program because during the past year concerted efforts have been made to tear down child labor standards.

3. FEDERAL AID FOR EDUCATION

- (a) Federal funds to equalize educational opportunity among the several states, including provisions insuring (1) distribution on a basis of need, *such need to be determined on the basis of established facts, which shall serve as the foundation for a specific formula for apportionment; or apportionment may be made on the basis of established facts by an independent bipartisan Commission solely responsible to the Congress of the United States, or by a combination of these two methods*; (2) maximum local and minimum Federal control; and (3) encouragement of maximum effort by states to equalize educational opportunity within their own boundaries. This includes funds for libraries and for education of handicapped children. (34)

Owing to widely divergent views expressed at a U. S. Senate Education Committee hearing last April, the language underscored in the foregoing paragraph was adopted by the NCPT Board of Managers on May 16, 1941, to clarify its position by eliminating, as far as possible, the danger of partisan political influence in the apportionment of funds to the states.

- (b) To give aid in construction of school buildings after competent, approved surveys. (31)

Since the danger of Federal control is less in the field of construction of school buildings than in the field of school administration, this program has met with general favor.

- (c) To provide educational opportunities for children of Government employees on Federally owned property. (29)

This has long been an acute problem, as local taxpayers cannot legitimately be required to defray the expense of educating the children of nontaxpaying Federal employees on nearby Federal reservations.

4. VOCATIONAL EDUCATION

- Increased control of vocational education by State Departments of Education to facilitate the integration of vocational education with general education. (24)

For many years the Federal government allocated funds for vocational education to the states on a matching basis. Administration of these funds was controlled by the Federal Board for Vocational Education, entirely separate from the United States Office of Education.

About six years ago the administration of vocational education was placed in the United States Office of Education. Studies made about that time of the administration of vocational education in some of the states revealed that "factory foremen were being paid (with Federal funds) as 'teachers' in plant training projects and the 'students' were the workers in the factory. The factory plant was the 'school!'" Out of such abuses came the President's Advisory Committee on Federal Aid for Education and the recommendation that the administration of vocational education be placed with state departments of education.

5. EMERGENCY AID FOR "COMMUNITY FACILITIES"

- Inclusion with respect to further appropriations for "community facilities" of provision that the determination of need for educational, health, or other technical facilities be established by the Federal agency best qualified in these respective fields and that funds be earmarked for the use of each such agency to render this service.

A bill, H.R. 4545, originating with the House Committee on Buildings and Grounds and authorizing an appropriation of \$150,000,000 to provide "community facilities" in defense areas where populations have expanded phenomenally, was passed on June 28, 1941.

The provisions of this Act place its administration with the Federal Works Agency. An appropriation to meet the amount au-

thorized by the Act was made in the "Second Deficiency Appropriation Act of 1941."

Through the tact and friendly cooperation of educational, health and other Federal administrators, the need for facilities related to their respective fields have thus far been determined by the U. S. technical agency best qualified to determine such needs, and the Federal Works Agency has accepted their recommendations. The original \$150,000,000 appropriation will soon be exhausted, and it is expected that further appropriations will soon be made.

The above proviso adopted by the Board of Managers is designed to insure by law, when additional appropriations are made, that the continuance of the determination of need for schools in these defense areas will be made by the U. S. Office of Education; the need for hospitals by the U. S. Public Health Service, etc.—not leaving any possibility that these important decisions will be left open to political pressure or to determination by persons unqualified to perform such technical services.

6. LOCAL CONTROL

- In all Federal child welfare legislation, support inclusion of provisions which will insure maximum local control. (31)

Many Federal laws dealing with agriculture, social security, and interstate commerce include provisions regarding child labor or other child welfare provisions. Such provisions should be carefully scrutinized to see that the wording insures maximum local control, thus recognizing the principle that the child belongs to the family.

7. EXTENSION OF MERIT SYSTEM FOR CIVIL EMPLOYEES, BOTH STATE AND NATIONAL (35)

- Many Federal acts providing for the allocation of Federal funds to states for social welfare purposes require that state employees who administer these funds must be "qualified." Unless this requirement is met by states, there is danger that Federal control of such services will be increased.

The importance of qualified teachers is accepted. Is it not equally important that employees administering health, juvenile protection, and other child welfare services be qualified? The alternatives are political patronage or increased Federal control.

8. ELECTION OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA (33)

- The election of school boards is the generally accepted recognition of the democratic principle that the child belongs to the family. It constitutes the most reliable fortress against totalitarian ideologies in public education.

The Board of Education of the District of Columbia is now appointed by the District Court of the United States for the District of Columbia, which in turn is appointed by the President of the United States and confirmed by the United States Senate.

9. MOTION PICTURES

- To abolish compulsory block booking and blind selling. (48)

Although more state congresses have endorsed this item than any other on the national legislation program, the experi-

mental operation of the block-booking, blind-selling provisions of the "Consent Decree" (the out-of-court settlement of the suit brought by the Department of Justice against the "Big Eight" motion picture producers in 1938) and the precedence given defense legislation over all other matters, precludes the possibility of action by the present U. S. Congress on this legislation.

The "Consent Decree" provides that after September 1, 1941, the five motion picture producers who signed the Decree may lease their pictures in blocks of not more than five after they have been shown in the distribution center where they are leased. If these five producers find after one year that they have suffered financial loss through competition with producers who are not parties to the "Consent Decree," these provisions will terminate on September 1, 1942.

But while the "Consent Decree" is in effect local theater managers may exercise a much greater degree of freedom in choosing their films. Local patrons, therefore, should grasp this opportunity to make their voices heard by their local exhibitors. The remedy still is passage of a law "to abolish compulsory block booking and blind selling."

10. OPPOSE ADVERTISING OF INTOXICATING LIQUOR (41)

- A bill designed to prohibit such advertising by radio was reported favorably by the Senate Interstate Commerce Committee on April 28, 1939, and placed on the Senate Calendar. A filibuster, first by repeated roll calls to delay action, and second by adding the antilynching bill as an amendment, has prevented action by the 76th and 77th Congresses.

11. OPPOSE LEGALIZING A NATIONAL LOTTERY (36)

- A bill has been before the United States Congress for several years providing that the "Secretary of the Treasury with the approval of the President be authorized to conduct a lottery or lotteries to raise funds not exceeding \$1,000,000,000 in any one year to be covered in the Treasury as a miscellaneous receipt."

The bill authorizes the Postmaster General on request of the Secretary of the Treasury to aid in the administration of the Act through the facilities of the Post Office Department. The bill is sponsored by such groups as Taxpayers' Leagues. Hearings were held in 1936 by the House Ways and Means Committee, but to date no bill has ever been reported.

12. POSTAGE RATE ON BOOKS

- To establish permanent rate of 1½¢ per pound, irrespective of zone of destination.

For several years a 1½¢ per pound postage rate on books has been in effect by Executive Order. This order has been extended until June 30, 1942. The Mead bill (S337) would legalize permanently the 1½¢ per pound rate. It was passed by the U. S. Senate on June 30, 1941 and is now before the House Committee on the Post Office and Post Roads.

PARENT-TEACHER PROGRAM MATERIALS

THE National Congress, through its publications service, is ready with sound and reliable aids to makers of programs. Many such aids will be found in the following publications:

The Child in His Community

A pamphlet interpreting the administration theme and program for 1940-43, with fifteen goals based upon the recommendations of the 1940 White House Conference.

Founders Day

A pamphlet outlining the special emphases for the 1942 observance; pageants and list of appropriate music included.

The High School Parent-Teacher Association

A pamphlet offering suggestions for programs for junior, senior, urban, and rural or consolidated high school groups.

National Convention Findings, 1941

A leaflet setting forth in compact form the findings and platform of the 1941 national convention.

Parent-Teacher Manual

Section III suggests topics and activities in the specific fields of the national standing committees.

Program Planning

A pamphlet on wise program planning, with program outlines and specific programs for the year.

Safety Manual

A pamphlet containing a detailed treatment of all aspects of safety, easily and quickly available for programs.

Summer Round-Up of the Children

A pamphlet discussing the Round-Up in all its phases, with clear and definite instructions and emphasis on all points especially pertinent to health programs.

Guiding the Young Child.....15 cents

A pamphlet of selected readings on the infant and the preschool child.

We, the Citizens.....15 cents

A pamphlet of selected readings on citizenship education.

Schools for Democracy.....25 cents

A book on various aspects of public schools in a democracy.

Where prices are not given, publications have been distributed free to state congresses for redistribution to local associations.

NATIONAL CONGRESS BULLETIN

Volume 9 NOVEMBER Number 3

Published monthly from September through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago, Illinois, by the National Congress of Parents and Teachers.

Subscription price: 20 cents a year.

Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.

CHILDREN IN A DEMOCRACY

A Program Outline — Paths to Resourcefulness

Refer to the following articles in the November issue of the NATIONAL PARENT-TEACHER:

THE CREATIVE WAY OUT, PAGE 14

PARENTS ARE TEACHERS, PAGE 23

Case Study

For the sixth time, five-year-old Fred whined from the next room: "Mother! I want to put on my brown suit!"

His mother's nerves were taut with exasperation. "For heaven's sake, Freddy, that suit is wet. How *could* you put it on? And don't *whine*!" At least that was what she thought she said. What her children heard was, "You're in the wrong, wrong, wrong. And I am right, right, right, as I always am."

But she was really a very good mother. Bewildered, dismayed, she asked herself, "Why, how did we get into this dreadful state?" She tried to relax and remember all she had read about what to do on a rainy day. She could recall nothing but an appeal to the creative instinct. She had tried that — tried it with colored paper, blunt scissors, plasticine, and crayons — and it had failed. Perhaps, she thought, her children hadn't as much of that instinct as other people's.¹

Fundamental Questions and Problems

1. Freddy's mother was conscientious and devoted. Where do you think her fault lay? Enumerate some of the things parents and children can do together on a rainy day.

2. Point out several ways in which the child's experience can be enriched and his expression of real and imaginative ideas encouraged.

3. Why is resourcefulness so important to security and adjustment?

4. Describe one or two behavior acts that reveal a child's resourcefulness.

5. Mary had arrived at the age of ten, and her parents thought it was time to give her a room of her own. They allowed her to fix it up herself. But mother was shocked when she saw the result. Pictures were mostly taken from movie magazines, and various odd collections occupied most of the available space. Mother almost shed tears; she surely could not show the house to her friends "that way." One morning when everybody was gone she "junked" the whole outfit and arranged the room in what she considered excellent taste. What do you think the result was? What would you have done?²

Which of the following are true? False? Comment.

1. It is not necessary for parents to plan excursions or trips in consultation with children when these trips are for educative purposes.

2. Strict discipline destroys the child's own initiative and resourcefulness.

3. Children who have a great deal of resourcefulness do not need many toys and games.

4. The facilities of the home for encouraging resourcefulness are as good as those of the school.

5. Resourcefulness is of great importance in the growing child's life because it makes him independent of other children.

6. The resourceful child is one who is interested in his environment, asks for information concerning it, and tirelessly and ingeniously attempts to explore it.

¹Adapted from *The Rainy Day*, a story by Dorothy Canfield Fisher.

²Adapted from a discussion guide prepared by the Radio Child Study Club of the Iowa Child Welfare Research Station.

THE above is a sample of one of the two program outlines being published monthly in the NATIONAL PARENT-TEACHER. The program outlines on "Children in a Democracy" are based on articles directed to parents and teachers of grade school children. The other program outlines on "Guiding the High School Youth" deal with problems and questions of particular interest to parents and teachers of adolescents.

The subscription rate of the National Parent-Teacher is \$1 a year. Make check or money order payable to NATIONAL PARENT-TEACHER and mail subscription to NATIONAL PARENT-TEACHER, 600 S. Michigan Blvd., Chicago, Ill.